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ONTARIO  
DEPARTMENT OF  
EDUCATION

*Committee*  
*General and advanced*  
*Committee*

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# General and Advanced Levels of Instruction in Grade 13      French

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As recommended by the General and Advanced Committee which conducted part of the Grade 13 studies, the suggested outlines listed below have been prepared at the direction of the Minister of Education by the Curriculum Division with the assistance of university and secondary school personnel. The outlines are to be considered as working papers rather than definitive courses. It is expected that they would be subject to further development and change if it is decided to submit them to field testing. They are being distributed to the universities and to the secondary schools for evaluation.

GA. 31	Accountancy and Secretarial Studies	GA. 17E	General Science
GA. 13	Art	GA. 7	Geography
GA. 17B	Biology	GA. 15B	German
GA. 11	Classics	GA. 9	History
GA. 18	Chemistry	GA. 12	Mathematics
GA. 4	English	GA. 16	Music
GA. 46	français	GA. 17C	Physics
GA. 15A	French		

# BROAD SUGGESTED OUTLINES AT THE GENERAL AND ADVANCED LEVELS IN FRENCH

## INTRODUCTION

The members of the committee submit the "broad outlines of courses of study" at the General and Advanced Levels with a few opening remarks on (1) difficulties inherent in their terms of reference, (2) practical issues of great concern to all members and (3) aims basic to both courses.

### 1 Difficulties

- (a) Who will take French at each of the two levels? The committee assumes that the student will have achieved a Grade 12 average of 60% in all subjects and 55% in Grade 12 French in order to take French at the General Level and 65% in Grade 12 French in order to take it at the Advanced Level.
- (b) Can a revision of the Grade 13 course of study for French be accomplished "in vacuo"? The committee firmly believes that any sound Grade 13 course will be effective only in a completely integrated program beginning at the elementary level.

### 2 Practical Issues

- (a) If the suggestion of page 8 of the "Report on the Proposal for General and Advanced Levels of Instruction in Grade 13" is adopted, the students at the General Level will have less class time for French than in the present Grade 13 course (five 36 minute periods per week instead of six, seven or eight). Consequently there must be a reduction in course content.
- (b) The committee expresses alarm that some students who are interested in French, but who are planning a university course in Mathematics and Sciences, may be excluded from the Grade 13 French program because of the prerequisites of their university course.
- (c) The committee wishes to emphasize that no teacher should be asked to teach more than one language at the Advanced Level.

(d) The committee is convinced that there will be an absolute need for:

- 1 small classes at both levels
- 2 lighter time-tables for teachers (a maximum of twenty thirty-six minute periods)
- 3 more guides, co-ordinators and inspectors
- 4 more suitable textbooks, especially for grammar at both levels
- 5 greatly increased library facilities
- 6 a dove-tailing of the Grade 13 with first year university courses, especially at the advanced level
- 7 a careful revision of the Grade 13 examination to make it better reflect all aims of the course of study
- 8 an increase in oral emphasis at both levels
- 9 daily classes in French at both levels

### 3 Aims of the Courses

- 1 To treat language as a *skill* and as an *art* more than as a *subject*. Whereas the course is now word-and grammar-oriented, it should have a more dynamic approach through a study of structures of speech.
- 2 To emphasize oral work in all phases of the program.
- 3 To place emphasis in the General Level grammar program on a review of pre-Grade 13 material and on the significant points of the present Grade 13 course.
- 4 To place emphasis in the Advanced Level grammar program on the refinements of the basic Grade 13 program and on precise writing ability and to provide students with the opportunity to study elementary stylistics.
- 5 To attain a logical fusion of the oral and written aspects of the course.
- 6 To allow teachers some choice in the literature to be studied at both levels and to introduce drama and poetry at the Advanced Level.
- 7 To emphasize the study of authors as literature, not as an extension of the grammar course.

- 8 To encourage independent work, particularly at the Advanced Level, including a seminar approach to language, literature and *civilisation*.
- 9 To promote the use of realia in all phases of the work.
- 10 To expose students, especially at the Advanced Level, to varieties of French speech.

## PROPOSED GENERAL LEVEL COURSE IN FRENCH

### A LANGUAGE

#### 1 Aural Comprehension

The work now done in this area should be continued. In some periods devoted to aural work students should be made aware of the existence of differences in French speech in the various parts of the world. Such differences should be presented objectively. Recordings of anecdotes, saynètes, etc. played in class should be made available in sufficient supply through an adequate moderns budget to enable students to use this material outside of class.

cf. Implementation, note 2.

#### 2 Oral Expression

In the periods devoted to conversation, there should be developed in the pupils as sharp an appreciation of the differences between English and French pronunciation and intonation as possible. The material for conversation should often treat of French and French-Canadian *civilisation*. The committee urges an extensive use of visual aids (pictures, slides, film strips etc.) to foster lively oral exchange; for example, in conjunction with conversations based on *centres d'intérêt*. However, conversation should develop from all phases of the work, especially from intensive and extensive reading. Such conversation can be encouraged by the use of the overhead projector and visual depictions of events in the authors texts.

cf. Implementation, note 2.

### 3 Language Study

#### (a) GRAMMAR

The teacher should emphasize French as a skill by a dynamic approach, through a study of speech structures, rather than by drill of grammatical precepts. Grammar should be treated as a means of achieving expression in French, not as an end in itself. All major points of grammar in the pre-Grade 13 course should be reviewed. Only the significant points of the present Grade 13 course should be taught. The following deletions from Circular S.15 are recommended:

- (i) Page 3, paragraph 5, line 5 "occasional"
- (ii) Page 4, second sentence
- (iii) Page 5, B, 2.
- (iv) Page 6, C, 2, "ce sont"  
Page 6, C, 3  
Page 6, C, 5
- (v) Page 7, F, 3, last item
- (vi) Page 8, A, 6  
Page 8, C, 2, parmi, entre
- (vii) Page 9, C, 3, dont versus d'où
- (viii) Page 10, E, 4, (b)
- (ix) Page 11, A, 1 (b) acquérir, suffire
- (x) Page 12, D, 7, 8
- (xi) De-emphasize imperfect and pluperfect subjunctive
- (xii) Page 14, 6, il arrive  
Page 14, 9, (b) ainsi
- (xiii) Page 15, Adverb, tout

#### (b) TRANSLATION

From English to French only

The exercises should enable students to acquire an active knowledge of common, everyday vocabulary. This vocabulary should be used meaningfully in sentences emphasizing basic grammatical structures.

#### (c) PHONETICS

The use of phonetic symbols is recommended as an aid in learning the pronunciation of unfamiliar words and in correcting pronunciation. These symbols should not be-

come a subject for over-formalized study. Phonetic transcription by the pupil is never required.

**(d) FREE COMPOSITION**

This should be limited to short paragraph answers to specific authors' questions. The students should be taught that the essential aims of this work are logical organization, terseness and clarity.

## B LITERATURE

### 1 INTENSIVE READING. READING IN DEPTH.

Dissection for grammar and vocabulary should be minimized. A limited amount of vocabulary study is valid to provide students with a secure basis for discussion of the material without the use of the text. However, the students must not be required to have a verbatim knowledge of the text. It is recommended that a total of eighty pages be prescribed for intensive study (short stories and parts of a novel or novels). The committee feels that the choice of material to be read at the General Level should depend less on its intrinsic literary merit than on the amount of material therein which would encourage good oral work in class.

cf. Implementation, Notes 2 and 3.

### 2 EXTENSIVE READING. READING IN BREADTH.

Logically this should be an extension of the intensive reading. Other short stories by authors studied intensively could be read, and novels, parts of which are being studied intensively should be read extensively in their entirety. The student's effort and success in extensive reading should be a factor in determining his term mark. This phase of the work will not be tested on formal departmental examinations. Some class time should be devoted to a discussion in French of the extensive reading students are doing. The committee suggests a minimum of 150 pages of extensive reading at the General Level.

cf. Implementation, Note 2.

## C IMPLEMENTATION OF (A) AND (B)

1 (a) The following time analysis is made, based on the assumption that French at the General

Level will be taught in five 36 minute periods per week.

40 weeks x 3 hours — 120 hours

**Deduct:**

June 4 weeks x 3 hours — 12 hours

Christmas examination

2 weeks x 3 hours — 6 hours

Easter examination

2 weeks x 3 hours — 6 hours

Review

2 weeks x 3 hours — 6 hours

30 hours

Teaching time — 90 hours

(b) The following division of work is suggested:

**(A) Language**

Aural comprehension 4½ hours 7½ periods

Oral expression 9 hours 15 periods

Language study 36 hours 60 periods

**(B) Literature**

Intensive reading 36 hours 60 periods

Extensive reading 4½ hours 7½ periods

90 hours 150 periods

### 2 (a) Audio Aids

One of the key aims of the proposed courses of study is to develop a good basic program of aural comprehension and to foster student interest in spoken French. The committee feels that this can best be achieved through adoption of the following suggestions:

- (i) that recordings of anecdotes, saynètes and broadcasts be used to expose students to varieties of French speech.
- (ii) that students be provided with recordings for use outside of the classroom. These should include:
  - 1 oral corrections of grammatical exercises
  - 2 sets of exercises for correction of pronunciation
  - 3 the items mentioned in sections (iii) and (iv) below.

- (iii) that the prescribed authors texts be recorded in their entirety and that listening to the recording of the sections selected for intensive study be an integral part of the homework assignment.
- (iv) that, wherever possible, supplementary reading texts be recorded for student use.

The committee realizes that the development of the meaningful use of audio aids depends on the co-operative effort of the following:

- (i) Publishers. The prescriptions committee will normally favour textbooks which have been recorded over those which have not, other aspects being equal.
- (ii) Boards of education will be asked to supply sufficient funds for:
  - the purchase of necessary electronic equipment and recordings.
  - the supervision of students using this equipment after school hours.
- (iii) The Department of Education will be asked:
  - to record radio broadcasts for wide distribution
  - to provide lists of suitable and available recorded materials
  - to exploit the enormous potential of educational television.

#### (b) Visual Aids

A certain number of elementary visual aids are already available from publishers, e.g. depictions of the stories in the junior grammar books and illustrations of *centres d'intérêt*. However there is complete lack of visual aids for Grade 13. Publishers should be asked to provide for each Grade 13 classroom visual depictions, preferably for use in overhead projectors, of each situation in the prescribed intensive reading textbooks. There would ideally be a picture for every one or two pages of the printed text. Such pictures would form the basis of oral discussion without constant recourse to the printed text.

The provision of such material will imply an increase in the budget for modern languages in each school.

### 3 Prescription of Authors Textbooks

It is the intention of the proposed course of study to allow more freedom in the choice of intensive reading material than has been the custom in the past.

With this in mind the committee recommends:

- (i) that a number of textbooks (the committee suggests three) be assigned for intensive reading;
- (ii) that one of the textbooks be mainly French-Canadian in content and one be an anthology of short stories;
- (iii) that between 25 and 30 pages from each of the three textbooks, to a combined maximum of some 80 pages, be studied intensively;
- (iv) that the remainder of each text (to a maximum total of 150 pages) be assigned for extensive reading;
- (v) that if the total of (iii) and (iv) should fall short of 230 pages, additional extensive reading be assigned by the teacher up to this total;
- (vi) that no poetry be prescribed for intensive study at the General Level.

### 4 Examination

The committee feels that all of the following are necessary elements of a valid Grade 13 examination at the General Level:

- (i) an aural comprehension test administered by recording;
- (ii) an oral test established on a province-wide scale;
- (iii) a test of proficiency in writing correct French based on the translation of individual sentences and on verb and idiom questions;
- (iv) questions on the prescribed intensive reading: optional questions requiring paragraph answers. Such questions should test understanding of ideas rather than factual information.
- (v) questions on sight passages to be answered in French.

## PROPOSED ADVANCED LEVEL A LANGUAGE

### 1 Aural comprehension

To include exercises in understanding French spoken at normal speed and at various stylistic levels, best exemplified by listening to (and answering written and oral questions on) French plays, dialogues, saynètes, prose anecdotes, news bulletins etc.

### 2 Oral expression

To develop the ability to converse at normal speed using high-frequency vocabulary and sentence structures. Such conversation should avoid as much as possible the set patterns (fostered by grammar exercises) in which the answer is merely a copy of a structure with only a change in person, tense, number, etc. Such emphasis is essential in the lower grades but more creative oral situations should be provided at the Grade 13 level. If drill exercises are considered necessary they should be dealt with by the use of mechanical devices in the classroom or in the language laboratory. Automatic responses can and should be built up in this way. Techniques of debates, television and radio games would be helpful in encouraging more independent expression. This could in many instances lead to an understanding of civilization features; their significance and "raison d'être".

### 3 Language Study

- (a) Grammar. In greater depth than at the General Level, but not as a goal in itself.
- (b) Elementary stylistics: levels of meaning etc. working from set texts.
- (c) Translation. Suitably prepared translation exercises to illustrate sections (a) and (b).
- (d) Free composition. Some of it should be based on intensive and extensive reading; some should stress imaginative and creative writing. Basic letter writing should be taught.
- (e) Phonetics. Knowledge of French sounds and recognition of the phonetic symbols which represent them; general knowledge of the basic differences

that exist in the pronunciation of English and French; general rules re use of liaisons and mute "e"; intonation patterns of French.

## B LITERATURE

### 1 INTENSIVE READING. READING IN DEPTH.

Study of about 160 pages of authors (short stories, poems, parts of plays and novels) from the point of view of *form* as well as *content*.

Analysis of subject, plot, characters; elucidation of author's intent; theme, message; the work as an artistic whole: examination of the author's use of words, his imagery, stylistic devices etc. There should be some attempt to "situate" the author in time and milieu. Students should be encouraged to take notes on what they read, clearly established as to categories, and to look at a text as critically as possible.

Teachers will need an anthology of poetry with suitable annotations and suitable instructions for conducting the class in French.

### 2 EXTENSIVE READING. READING IN BREADTH.

This should be linked in significance to the intensive reading (often the completion of a work part of which has been studied intensively) but it should seek variety in literary genres. The students should be required to read two to three times the number of pages as in (1).

## C IMPLEMENTATIONS OF (A) AND (B)

The following breakdown was made, based on the assumption that French at the Advanced Level would be taught in ten 36 minute periods a week.

40 weeks  $\times$  6 hours = 240 hours

Deduct:

June: 4 weeks  $\times$  6 hours = 24 hours

Christmas examination

2 weeks  $\times$  6 hours = 12 hours

Easter examination

2 weeks  $\times$  6 hours = 12 hours

Review

2 weeks  $\times$  6 hours = 12 hours = 60 hours

Teaching time = 180 hours

The following division of work is suggested:

**A Language**

1	Aural comprehension	9 hours	15 periods
2	Oral expression	18 hours	30 periods
3	Language study		
	(a) grammar		
	(b) stylistics		
	(c) translation		
	(d) free composition		
	(e) phonetics	72 hours	120 periods

**B Literature**

1	Intensive reading	72 hours	120 periods
2	Extensive reading	9 hours	15 periods
		180 hours	300 periods

There should be teaching in the usual sense, but with far more "give and take", with an occasional use of the seminar method. The teacher should encourage individual student projects, or group projects, on various aspects of language, literature and *civilisation*.

It should be possible to establish correspondence and visits between English and French classes of similar age and interests.

The teacher should be constantly aware of the necessity of fostering the student's interest in language and literature, of increasing his potential as a thinking being, rather than of imparting a set body of knowledge; "une tête bien faite" rather than "une tête bien remplie".

The following types of books would be helpful at the Grade 13 General and Advanced Levels:

**DICTIONARIES**

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Bailly	Dictionnaire des Synonymes	Larousse
Bélisle	Dictionnaire de la langue française au Canada	Bélisle
Bénac	Dictionnaire des Synonymes	Hachette
Bloch et von Wartburg	Dictionnaire étymologique de la langue française	Presses Universitaires (P.U.F.)
Dauzat	Dictionnaire étymologique	Larousse
Marguerite-Marie Dubois	Dictionnaire Larousse Moderne français-anglais, anglais-français	Larousse
Géraud-Venzac	Le petit Littré (Abrégé)	Editions Universitaires
Gougenheim	Dictionnaire Fondamental	Didier (Chilton)
Larousse	Petit Larousse (Revised 1961)	Larousse
Mansion	Concise French-English, English-French	Harrap
Mansion	Standard French-English, English-French (2 volumes)	Harrap
Maquet	Dictionnaire analogique	Larousse
Petit et Savage	Dictionnaire Anglais-Français	Hachette
Robert	Dictionnaire Français-Anglais	Société du Nouveau Littré
Rouaix	Dictionnaire français	Colin
Thomas	Dictionnaire des Idées Suggérées par les Mots	Larousse
Vinay et al	Dictionnaire des Difficultés de la langue française	McClelland Stewart
	Dictionnaire canadien	

## GRAMMARS

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
Bruneau	Petite histoire de la langue française	Colin
De Sauzé	Grammaire française	Holt, Rinehart, Winston
Daudon	French in Review	Harcourt, Brace
Dauzat	La grammaire raisonnée	Presses Universitaires
Dauzat	Le guide du bon usage	Bibliothèque des chercheurs et des curieux
Greene, Faucher, Healy	Reflex French	Macmillan
Grevisse	Cours d'Analyse grammaticale	Duculot, Gembloux
Grevisse	Le bon usage	Duculot, Gembloux
Grevisse	Grevisse abrégé	Duculot, Gembloux
Larousse	Grammaire Larousse du xxe siècle	Larousse
Mansion	Grammar of Present-day French (with exercises included)	Harrap
O'Brien, Lafrance, Brachfeld	Advanced French	Ginn & Co.
St. John, Stickland, Jones	Current French	Copp Clark
Wagner et Pinchon	La grammaire du français classique et moderne	Hachette

## LANGUAGE AND STYLISTICS

Billaudeau	Le Français tel qu'on le parle	Oxford
Cressot	Le style et ses techniques	Presses Universitaires
Emerson	Guidance and Practice in French	Hulton-Bellhaven House
Fouché	Traité de prononciation française	Klincksieck
Gregg	A Student's Manual of French Pronunciation	Macmillan
Guiraud	La stylistique	Collection Que Sais-je?
Léon, Pierre & Monique	Introduction à la phonétique corrective	Presses Universitaires
Léon, Monique	Exercises systématiques de prononciation française	Hachette-Larousse
Morier	Dictionnaire de poétique et de stylistique	Hachette-Larousse
Théronde	Du Tac au Tac	Presses Universitaires
Thomas	Dictionnaire des difficultés de la langue française	Didier
Vinay, Darbelnet	Stylistique comparée du français et de l'anglais (and workbook)	Larousse
		Beauchemin

## LITERARY BACKGROUND

Brée	Modern French Literature Series	Collier-Macmillan
Castex, Surer	Anthologies by centuries	Hachette
Clouard, Leggewie	Histoire de la littérature française	Macmillan
Harvey	The Oxford Companion to French Literature	Oxford

## In collaboration

Lagarde, Michard  
Langlois, Mareuil  
Lanson, Tuffrau  
Phillips, Davies  
Picon, G.  
Suberville  
Tougas, G.

Dictionnaire des œuvres  
Dictionnaire des auteurs  
Dictionnaires des personnages  
Anthology by centuries  
Guide bibliographique des études littéraires  
Histoire de la littérature française  
French Literary Appreciation for Sixth Forms  
Panorama de la nouvelle littérature française  
Théorie de l'Art et des Genres littéraires  
Histoire de la littérature canadienne

Laffon-Bompiani

Bordas  
Hachette

University of London Press  
(N.R.F.)  
Editions de l'Ecole

## CIVILIZATION BACKGROUND

Ginestier-Maillet

Mauger  
Michaud

Culture et Civilisation françaises  
La France d'aujourd'hui  
Cours de Langue et de Civilisation françaises  
Guide France

Chilton  
Hatier  
Hachette  
Hachette

## POSSIBLE BOOKS FOR PRESCRIPTION

at either or both levels; many of the volumes suggested are not edited:

Andison  
Aymé  
Balzac  
Bernanos  
Bombard  
Camus  
Chamson  
Cocteau  
Colette  
Deval  
Duhamel  
Duhamel  
Fannière  
Fauchois  
Fotos & Cattell  
Fournier  
French Department,  
Yale University  
France  
Grandbois  
Grant

La Cuisine des anges  
Le Passe-Muraille  
Short Stories  
Le Journal d'un curé de campagne  
Naufragé volontaire  
L'Etranger, La Peste, Le Malentendu  
Le Chiffre de nos jours  
Thomas, l'imposteur  
La Maison de Claudine  
Tovaritch  
Confession de Minuit  
Le Notaire du Havre  
Moderne French Short Stories  
Prenez Garde à la Peinture  
Dix Contes  
Le Grand Meaulnes  
Contes Modernes  
Le Livre de mon Ami  
Né à Québec  
French Poetry of the 19th Century

Collier-Macmillan  
Oxford University Press

Burns and McEachern  
Collier-Macmillan  
Harrap  
Clarke Irwin  
Appleton, Century Crofts

Oxford

Macmillan

Harper

Clarke Irwin

Macmillan

Guèvremont	Le Survenant	
Haac, Strozier, Willis	Points de vue	Appleton, Century, Crofts
Hill & Hobrook	French Short Stories	Copp Clark
Irving & King	Vingt et un Contes	Harper & Row
Kessel	L'Armée des ombres	
Molière	Le Malade imaginaire	
	Le Bourgeois Gentilhomme	
	L'Avare	
	Le Médecin malgré lui	
de Musset	On ne badine pas avec l'amour	
Pagnol	Le Château de ma Mère	
Prévert	Poèmes (Spectacle, Paroles)	
Racine	Andromaque	
Rouillard	Britannicus	
Salvan	Souvenirs de Jeunesse	Harrap
Smith et Savacool	Images de l'Homme	Harcourt, Brace & World
Turgeon	Voix du Siècle	Harcourt, Brace
Vadeboncoeur	French One-Act Plays of Today	Holt
Verriest & Hall	La Ligne du Risque	
Voltaire	Variétés modernes	Houghton Mifflin
	Candide	
	Zadig	







